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ABSTRACT

This resource booklet is a companion to the Urban Audio Journal entitled "Shared Responsibilities--Changed Lives: School-Linked & Community-Based Integrated Services." The audio journal and the resource book are intended to help urban practitioners, policymakers, and others in efforts to develop and implement school-linked and community-based integrated services. The resource book includes: (1) short biographies of four expert commentators in the audio journal; (2) descriptions of five program sites featured in the audio journal; (3) a list of 13 resource organizations; (4) a list of 20 resource articles, books, and audiotapes; (5) a list of five on-line networks and databases; (6) a list of four foundations supporting research into integrated activities; and (7) a selected listing of 17 promising school-linked and community based, integrated service models from across the country. (SLD)

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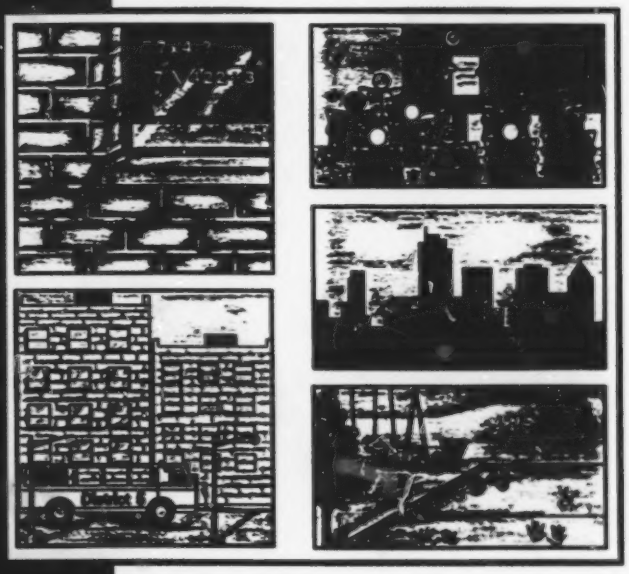
Shared Responsibilities—Changed Lives:

School-Linked & Community-Based Integrated Services

Companion Resource Booklet to the *Urban Audio Journal*



What's Inside

- **Featured Commentators**
- **Organizations**
- **Resources**
- **Foundations**
- **Promising Models**

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Jeri Nowakowski.....Executive Director, NCREL
Lynn J. Stinnette.....Director, Urban Education
Robin Fleming.....Program Assistant, Urban Education/Primary Writer
Robin LaSota.....Program Coordinator, Urban Education
John Blaser.....Editor
Stephanie Blaser.....Production Coordinator
Holly Jovanovich.....Desktop Publisher
Melissa Chapko.....Cover Designer

From National Public Radio:
Johanna Zorn.....Producer
Mary Gaffney.....Audio Producer
Carl T. Wright.....Reporter
Bebe Crouse.....Reporter
Melba Gomez.....News Anchor, Reporter

Credits: *Playground* composed and performed by Henry Adam Curtis, courtesy of Windham Hill Records

NCREL is one of ten federally supported educational laboratories in the country. NCREL develops educational products and services for school administrators, policymakers, teachers, and parents in its seven-state region (Illinois, Indiana Iowa, Michigan, Minnesota, Ohio, and Wisconsin).

The Urban Education Program's mission is to improve the education of urban children and youth, especially those who are underachieving and historically underserved. We provide products and services that connect superintendents, principals, and teachers from nearly 5,000 urban schools to research and best practice. We work in partnership with schools and districts to build capacity for (1) teaching advanced skills to all students, (2) implementing multicultural education, (3) leading school change and innovation, and (4) supporting professional development that promotes whole school change.

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Table of Contents

Introduction 1

Featured Expert Commentators

Frank Farrow 2
Hedy Nai-Ling Chang 2
Jeanne Jehl 2
William Morrill 2

Featured & Referenced Sites

New Beginnings 3
Kentucky Family Resource Centers & Youth Service Centers 3
The Neighborhood Place 4
Caring Communities Program 4
Vaughn Family Center 5

Organizations

California Tomorrow 6
Center on Families, Communities, Schools, and Children's Learning of the Institute for Responsive Education 6
Center for the Study of Social Policy 7
ERIC Clearinghouse on Elementary and Early Childhood Education 7
Family Resource Coalition 7
Institute for Educational Leadership (IEL) 8
Institute for Family Support and Development of MICA (Mid-Iowa Community Action), Inc. 8
National Association of Partners in Education (NAPE) 9
National Center for Children in Poverty 9
National Center for Education in the Inner Cities—Temple University Center for Research in Human Development & Education 9
National Center for Service Integration 10
National Resource Center for Family Support Programs—School-Linked Services Division (NRC/FSP) 10
North Central Regional Educational Laboratory 10

Resource Materials

Building Bridges: Supporting Families Across Service Systems 11
Changing Systems for Children and Families 11
Charting a Course: Assessing a Community's Strengths and Needs 12
Daring to Learn from Our Successes 12
Every Child Is the Community's Child: Agency Collaboration for School Success 12
Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families 13
The Future of Children: School-Linked Services, Center for the Future of Children 13
Guide to Developing Educational Partnerships 14
Joining Forces: Educating Every Child for a Healthy and Productive Future 14
A Leader's Guide to Parent and Family Involvement 14
New Haven's School-Community Collaboration 15
Putting Families First: America's Family Support Movement and the Challenge of Change 15
Schools That Work: The Research Advantage, Program #8—Integrating Community Services 15
Service Integration: An Annotated Bibliography 16
So You Think You Need Some Help? Making Effective Use of Technical Assistance 16
Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services 17
Together We Can: A Guide For Crafting a Profamily System of Education and Human Services 17
United We Stand: Collaboration for Child Care and Early Education Services 17
What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services 18
Within Our Reach: Breaking the Cycle of Disadvantage 18

Foundations

Annie E. Casey Foundation 19
The Danforth Foundation 20
Pew Charitable Trusts 20
National Guide to Funding for Children, Youth, and Families, 2nd Edition, April 1993 21

Online Resources and Database Services

broad BASE 22
HandsNet 22
The National Resource Center for Family Support Programs (NRC/FSP) Database 23
The Service Integration Information Clearinghouse 23
The Service Integration Resource Network 24

More Promising School-Linked & Community-Based Initiatives

Avance Family Support and Education Program 25
Bridges to Success 26
Chatham-Savannah Youth Futures Authority 27
Children's Aid Society's Community Schools Program 27
The Crawford Cluster Connection 28
Denver Family Opportunity Program (DFO) 29
Family Academy 29
Family Services Center 31
Healthy Learners Project 31
Illinois Project Success 32
New Jersey School Based Youth Services Program (SBYSP) 33
Rheedlen Centers for Children and Families Program 33
School of the Future Project 34
Schools Partnership Training Institute (SPTI) 35
SUCCESS Program 35
Tennessee CAREs: Comprehensive Child Development Project 36
Watts/Jordan School-Based Health Clinic 36

Shared Responsibilities—Changed Lives:
School-Linked & Community-Based
Integrated Services

Introduction

This Resource Booklet is a companion to NCREL's Urban Audio Journal on School-Linked, Integrated Services entitled, **Shared Responsibilities—Changed Lives:** ***School-Linked & Community-Based Integrated Services***. The Resource Booklet includes the following:

- Short biographies of expert commentators in the audio journal
- Descriptions of program sites featured in the audio journal
- Resource organizations
- Articles, books, and audiotapes
- On-line networks and databases
- Foundations
- A selected listing of promising school-linked and community-based, integrated service models from across the country

NCREL has developed the audio journal and accompanying Resource Booklet to help urban practitioners, policymakers, and others in their efforts to develop and implement school-linked and community-based, integrated services. The development of school-linked and community-based, integrated services has become an increasingly popular approach to addressing the many needs of urban children faced with poverty, abuse, violence, and other problems. These conditions in many urban schools and communities hinder the academic achievement and the social, physical, and emotional well-being of children and youth.

Educators, social service providers, governors, legislators, community leaders, and state and county agency staff throughout the country are building broad-based partnerships in an effort to overcome the weaknesses of our fragmented, crisis-oriented service delivery system and to provide children and families with the help they need.

We hope these materials will prove useful as you consider strategies for improving the education of the children in your schools and communities. We welcome your feedback on the enclosed evaluation card.

Featured Expert Commentators

Frank Farrow is the director of children's services policy at the Center for the Study of Social Policy (CSSP) in Washington, D.C. Farrow was formerly the director of social services for the Maryland Department of Human Resources. He can be reached at: ***Center for the Study of Social Policy (CSSP), 1250 Eye St. NW, Ste. 503, Washington, DC 20005, (202) 371-1565.***

Hedy Nai-Ling Chang is the co-director of California Tomorrow. Recognizing the increasing diversity of the student population, California Tomorrow, a nonprofit organization, seeks to shape educational programs and policies that meet the needs of culturally and linguistically diverse children through publications, case studies, networking, technical assistance, and advocacy. For more information, contact: ***California Tomorrow, Fort Mason Center, Bldg. B, San Francisco, CA 94123, (415) 441-7631.***

Jeanne Jehl is former co-chair of the New Beginnings Council in San Diego. She is now executive director of the Working Group on Comprehensive Services, U.S. Department of Education. Jehl can be reached at: ***U.S. Department of Education, Executive Director, Working Group on Comprehensive Services, Office of Elementary & Secondary Education, 600 Independence Ave., SW, Portals Bldg., Ste. 604, Washington, DC 20202-6100, (202) 260-1854.***

William Morrill is CEO of Mathtech, Inc., and director of the National Center for Service Integration, a consortium of six organizations committed to the promotion and support of integrated service initiatives throughout the country. Morrill can be reached at: ***National Center for Service Integration, Mathtech, Inc., 5111 Leesburg Pike, Ste. 710, Falls Church, VA 22041, (703) 824-7447.***

New Beginnings
San Diego, CA

New Beginnings is a school-based coalition of education, social, and health service providers. At New Beginnings, family service advocates provide families with ongoing counseling and service planning and refer them to needed educational, social, and health services. For more information, contact: ***Connie M. Roberts, Director, New Beginnings, County of San Diego Department of Social Services, 1255 Imperial Ave., Rm. 843, San Diego, CA 92101, (619) 338-2945 or (619) 338-2446, FAX: (619) 338-2876;*** or ***Jack Campana, Life Skills Education Coordinator, Comprehensive Health and Physical Education, San Diego Unified School District, 4100 Normal St., San Diego, CA 92103, (619) 293-8213, FAX: (619) 294-2146.***

Kentucky Family Resource Centers & Youth Service Centers
KY

Realizing the importance of integrated services, legislators in Kentucky laid the foundation for comprehensive, statewide, integrated service delivery as part of the 1990 Kentucky Education Reform Act (KERA). There are over 400 Family Resource and Youth Service Centers across the state of Kentucky. Most Centers are located at or near school sites and provide services in the areas of substance abuse, child care, mental health, maternity, and employment counseling. Family Resource Centers serve elementary students and Youth Service Centers serve middle and high school students, but some combination centers serve students from K-12. To become a Kentucky Family Resource Center and/or Youth Service Center, the proposed school site must have a student population in which at least 20 percent are eligible for free school lunch. Once the centers are established, they are open to the whole community. Kentucky continues to establish Family Resource and Youth Service Centers to provide needed services to Kentucky families, children, and youth. For more information about Kentucky Family Resource and Youth Service Centers also contact: ***Family Resource and Youth Services Centers, Cabinet for Human Resources, 275 E. Main St., Frankfort, KY 40621, (502) 564-4986.*** For more information about the Okolona Family Resource Center featured in the audio journal, contact Martha Ferguson, a nurse coordinator and

coordinator of the Okolona Family Resource Center in Louisville, Kentucky. She can be reached at: ***Okolona Family Resource Center, 7606 Preston Hwy., Louisville, KY 40219, (502) 473-8194, FAX: (502) 473-8482.***

The Neighborhood Place
Louisville, KY

The Neighborhood Place is a prototype of "one-stop" shopping for families with multiple needs. The Neighborhood Place houses representatives from seven area social service agencies. Families can fill out one form for referral to one or more of the following services: financial assistance, health services, health assessments, and employment training and referral. Jo Ann Weis is the director of the Neighborhood Place. She can be reached at: ***The Neighborhood Place, 4401 Rangeland Rd., Louisville, KY 40219, (502) 962-3160, FAX: (502) 473-8045.***

Caring Communities Program
St. Louis, MO

The Caring Communities Program (CCP) was founded in 1988. It is a partnership between the St. Louis Public Schools and the Departments of Elementary and Secondary Education, Mental Health, and Health and Social Services. The program, based at three area schools, serves some of the most at-risk families in a predominantly African-American community. The CCP provides family counseling, substance abuse counseling, tutoring, health services, employment services, before and after school supervision, and a youth center. The philosophical ideology of the program is based on the Afrocentric concepts of spirituality, self-identity, unity, nonviolent conflict resolution, and ceremonies for youth connected to maturation. CCP is directed by parents, school staff, community leaders, agency representatives, and the school principal. For more information, contact: ***Dr. Susan Philiber, Philiber Research Associates, 28 Main St., Accord, New York, NY 12404, (914) 626-2126.***

Vaughn Family Center
Los Angeles, CA

The Vaughn Family Center is the first demonstration site for the FamilyCare program, a collaborative project between the Los Angeles Unified School District, United Way North Los Angeles Region, and the Los Angeles Educational Partnership, which involves over 30 public and private agencies. The "one-stop family center" is located in an elementary school with a large Latino student population and a small percentage of African-American students. Half of the members of the commission that oversees the center are parents and the other half are service providers. Meetings are held in Spanish and English and parents play an active role in hiring and service decisions. The FamilyCare program model uses a customer-driven approach. The purpose of the program is "to demonstrate how access to integrated, school-linked health and social services, coupled with quality early child care and delivered through a caring customer-driven system, can improve educational and developmental outcomes for children, while strengthening families and communities." The Center provides immunizations, health screenings, nutrition classes, dental care, and mental health counseling. Customers also have access to parent education, ESL classes, child care, job training and referral, food services and family day care training and certification, youth activities, translation services, and other needed services. A listing of services provided to families is kept in the program's Service Exchange Bank. In exchange for the services they receive, parents provide child care, tutoring, transportation, painting, gardening, and school and community maintenance and governance. Center staff also work closely with school personnel to identify and reduce family risk factors that impede students' learning. In the future, the program developers look to expand the FamilyCare system to other area elementary schools, as well as local middle and high schools For more information, contact: ***Yoland Trevino, Project Director, 13330 Vaughn St., San Fernando, CA 91340, (818) 834-1485, FAX: (818) 834-1492.***

Organizations

*The following is a selected listing of **organizations** that produce booklets, reports, guidebooks, and other materials and/or provide technical assistance to those who are developing comprehensive, integrated services for children and families. Each entry includes a brief description and information on how to contact the organization.*

California Tomorrow
San Francisco, CA

California Tomorrow is a nonprofit organization that conducts research and provides technical assistance and support to schools and communities. The organization advocates for quality education for all students and holds regular public forums. California Tomorrow's Collaborative Services for Diverse Communities Project operates a clearinghouse of resources. Materials include descriptions of innovative integrated service programs in the state, a bibliography of selected resources, and information about individuals and organizations that work in the area of integrated services. For more information, contact: ***Hedy Chang, Co-Director, Fort Mason, Bldg. B, San Francisco, CA 94123, (415) 441-7631.***

Center on Families, Communities, Schools, and Children's Learning of the Institute for Responsive Education
Boston, MA

The mission of this Center is to conduct research, evaluations, and policy analyses and to disseminate information. Publications highlight new and useful knowledge about the ways in which families, schools, and communities influence student motivation, learning, and development. The Center also strives to improve the connections among these major social institutions. For more information, contact: ***Scott Thompson, Communication and Dissemination, Boston University, School of Education, 605 Commonwealth Ave., Boston, MA 02215, (617) 353-3309, FAX: (617) 353-8444.***

Center for the Study of Social Policy
Washington, DC

The Center provides information on the principles of interagency and intergovernmental planning, budgeting, and service delivery. For more information, contact: ***Frank Farrow, Director of Children's Services Policy, Center for the Study of Social Policy, 1250 Eye St., NW, Ste. 503, Washington, DC 20005, (202) 371-1565, FAX: (202) 371-1472.***

ERIC Clearinghouse on Elementary and Early Childhood Education
Urbana, IL

The Clearinghouse focuses on all aspects of the physical, cognitive, social, emotional, educational, and cultural development of children from birth through early adolescence. Among the topics covered are prenatal and infant development and care; parent education; home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community services for children. For more information, contact: ***University of Illinois, 805 W. Pennsylvania Ave., Urbana, IL 61801, (800) 583-4135 or (217) 333-1386.***

Family Resource Coalition
Chicago, IL

The Family Resource Coalition is a national organization whose immediate goal is to improve the content and expand the number of programs available to parents for strengthening families. The Coalition serves program coordinators, parents, researchers, and policymakers by providing information and technical assistance related to prevention and family support program models, strategies, and research. For more information, contact: ***200 S. Michigan Ave., Ste. 1520, Chicago, IL 60604, (312) 341-0900, FAX: (312) 341-9361.***

Institute for Educational Leadership (IEL)
Washington, DC

IEL is a nonprofit organization that promotes collaborative problem-solving strategies in and among education, human services, and other sectors. The Institute's programs focus on leadership development, cross-sector alliances, demographic analyses, business-education partnerships, school restructuring, and programs concerning at-risk youth. For more information, contact: ***Mary Marshall, 1001 Connecticut Ave., NW, Ste. 310, Washington, DC 20036, (202) 822-8405, FAX: (202) 870-4050.***

Institute for Family Support and Development of MICA (Mid-Iowa Commun:.y Action), Inc.
Marshalltown, IA

This organization offers materials and training for individuals and organizations involved in providing family support and development services. The Institute provides organizational capacity-building seminars designed to help family support agencies conduct Family Development Associates Certification training for their staff; restructure their organization to empower staff to deliver comprehensive, supportive, developmental services for families; mentor other agencies in the community; and join statewide networks of learning organizations. This series of seminars, which takes place over a period of nine to twelve months, includes three two-day sessions, portfolio development, and use of the five-module *Train the Trainer Family Development Manual*. The Institute can assist practitioners in learning more about family development, improving their communication and relationship-building skills, assessing family strengths and challenges, planning strategies to attain goals, and connecting families to community resources. The organization also offers internships that provide practitioners with on-site experience in family support organizations. In the future, the organization plans to offer an on-line network for the exchange of information among those in the field who are involved in family support and development. For more information, contact: ***Arlene McAtee, 212 W. Ingledue St., Marshalltown, IA 50158, (515) 752-7162.***

National Association of Partners in Education (NAPE)
Alexandria, VA

This organization provides information and training to facilitate the building of partnerships that enable every student to succeed. The National Association of Partners in Education (NAPE) comprises 2.6 million volunteers that include leaders from the business, education, government, and civic sectors, representing 200,000 partnership initiatives in local school districts. NAPE provides networking opportunities; a computerized database; local and national conferences; training for program development; a monthly newsletter and other publications; public awareness campaigns; and national survey and research projects. For more information, contact: ***Dr. Jane Asche, Director of Development, 209 Madison St., Ste. 401, Alexandria, VA 22314, (703) 836-4880, FAX: (703) 836-6941.***

National Center for Children in Poverty
New York, NY

NCCP's goal is to enhance the lives of young children and their families living in poverty in the United States by improving the services they receive and improving the policies that affect them. NCCP seeks to achieve this goal through interdisciplinary analysis and dissemination initiatives in the areas of early childhood care and education, maternal and child health, and the integration of services for young children and their families. For more information, contact: ***Carol Oshinsky, Library, Beth Atkins, Publishing, Columbia University School of Public Health, 154 Haven Ave., New York, NY 10032, (212) 927-8793, FAX: (212) 927-9162.***

National Center for Education in the Inner Cities—Temple University Center for Research in Human Development & Education
Philadelphia, PA

One of the key areas of research in this organization focuses on programs that provide needed social services to students and parents. The Center also sponsors conferences and disseminates materials related to theory, policy, practice, and other issues related to collaboration/service integration. For more information, contact: ***Dr. Margaret C. Wang, 9th Fl., Ritter Hall Annex, 13th St. & Cecil B. Moore Ave., Philadelphia, PA 19122, (215) 204-3000, FAX: (215) 204-5130.***

National Center for Service Integration
Falls Church, VA

The National Center for Service Integration seeks to improve life outcomes for vulnerable families and individuals through the creative integration of education, health, mental health, housing, employment, income support, and other social services. The center disseminates materials and maintains a database of information on integrated services. For more information, contact: ***Mathtech, Inc., 5111 Leesburg Pike, Ste. 702, Falls Church, VA 22041, (703) 824-7447.***

National Resource Center for Family Support Programs—School-Linked Services Division (NRC/FSP)
Chicago, IL

The Family Resource Coalition established the School-Linked Services Division of the National Resource Center for Family Support Programs in 1991. This division disseminates information, publishes materials, provides technical assistance, and aids school systems and human service organizations in designing staff development and training programs. In addition, the organization maintains a computer database to document and disseminate information on promising family support program models throughout the country. The ultimate goal of the Center is to improve the educational and developmental outcomes of students by helping to create support systems consisting of parents, community members, and social service organizations. For more information, contact: ***200 S. Michigan Ave., Ste. 1520, Chicago, IL 60604, (312) 341-0900.***

North Central Regional Educational Laboratory
Oak Brook, IL

NCREL is one of ten regional laboratories that works to improve education. The Laboratory disseminates information about effective programs, develops educational products, holds conferences, and conducts research and evaluation. The organization also provides technical assistance for Illinois's Project Success integrated service program, as well as a number of other educational initiatives throughout its seven-state region. For more information, contact: ***1900 Spring Rd., Ste. 300, Oak Brook, IL 60521, (800) 356-2735 or (708) 571-4700.***

Resource Materials

*The selected listing of **resource materials** below includes books, audiotapes, and other materials that provide information on "getting started." The resources cover a range of topics and issues to consider when building collaborative partnerships and integrated service-delivery systems. Each resource listing includes information about how to obtain the cited material.*

Building Bridges: Supporting Families Across Service Systems
Family Resource Coalition, Spring/Summer 1994

This publication explores support services for families. The booklet discusses issues and initiatives to enhance educational success for children and youth. The publication explores child welfare issues, health care, child mental health, and the welfare system. It also includes a section about youth development and a section about support for people with disabilities. Program profiles are included in each section throughout the booklet. It is available from: ***The Family Resource Coalition, 200 S. Michigan Ave., Ste. 1520, Chicago, IL 60604, (312) 341-0900, FAX: (312) 341-9361.***

Changing Systems for Children and Families
Linda McCart, 1993

This publication explores the rationale for systemic reform of the human service system. The author stresses the role of state and government policymakers in developing more comprehensive service-delivery programs. The author identifies several barriers to changing the system, including attitudes, poor organization, lack of resources, and lack of technical capabilities or expertise. The author provides recommendations for overcoming each barrier. The report discusses the implications of change for policymakers. The document concludes with a protocol for National Center for Services Integration Focus Groups and a survey entitled, *State Approaches to Improving Services for Children and Families: A Survey of the National Governors' Association's Center for Policy Research in Conjunction with the National Center for Service Integration.* It is available from: ***National Governors' Association, 444 N. Capitol St., Washington, DC 20001-1512, (202) 624-5300.***

Charting a Course: Assessing a Community's Strengths and Needs
by Charles Bruner, Karen Bell, Claire Brindis, Hedy Chang, and William Scarbrough, 1993

This resource brief is based on a review of existing guides to conducting community assessments; state, county, and neighborhood reports on child and family well-being; surveys and focus group reports examining the views of children; and selected assessments produced by communities that have been effective in shaping community initiatives. Throughout, illustrations from specific community assessments show the different ways assessment results can be used to help shape community actions. It is available from: ***The National Center for Service Integration, Mathtech, Inc., 5111 Leesburg Pike, Ste. 702, Falls Church, VA 22041, (703) 824-7447.***

Daring to Learn from Our Successes
(1993) *Aspen Institute Quarterly, 5*(1), 78-107.
by Lisbeth B. Schorr

This article discusses the merits of learning from and building upon past successes in solving children's problems. The author contends that we can solve these problems by reducing and removing the risk factors that we have effectively removed in the past. She then recommends strategies for building programs that support children and their families. It is available from: ***"The Aspen Institute Quarterly" Business Office, P.O. Box 444, Wye Center, Carmichael Rd., Queenstown, MD 21658, (800) 427-7364.***

Every Child Is the Community's Child: Agency Collaboration for School Success
Rural Audio Journal #3, NCREL, 1992

This edition of NCREL's *Rural Audio Journal* tells the story of a community where many agencies, including schools, have joined forces to meet more than just the educational needs of children. They are delivering coordinated educational, social, and health services to youngsters. It is available from: ***North Central Regional Educational Laboratory, Publications Department, 1900 Spring Rd., Ste. 300, Oak Brook, IL 60521, (800) 356-2735 or (708) 571-4700.***

Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families
by Joy G. Dryfoos, 1994

This book addresses the need for schools to employ the resources of families, communities, and social service agencies in meeting the academic, social, emotional, and physical needs of students. Chapter 1 presents the challenges and rationale for creating full-service schools. Chapter 2 discusses the historical antecedents to today's full-service schools. Chapters 3-5 highlight existing school-based service programs. Chapter 6 focuses on the evaluation of school-based service programs. Chapter 7 discusses organizational and service-delivery issues. Chapter 8 explores funding issues. Chapter 9 is a call to action for educators and community members. The book closes with three appendices: Appendix A provides information about 12 states that are supporting school-based services; Appendix B provides readers with a list of federal sources for funding school-based services; and Appendix C is a glossary of acronyms. It is available from: ***Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104, (415) 433-1767.***

The Future of Children: School-Linked Services, Center for the Future of Children
The David and Lucile Packard Foundation, Spring 1992

The authors examine schools' increased role in the coordination and/or provision of health and social services to children and families. This publication explores every aspect of school-linked, integrated services. Articles discuss the rationale for these services and provide historical background. Other articles explore funding, evaluation, different service-delivery models, and federal activity surrounding school-linked, integrated services. The publication concludes with a descriptive listing of current school-linked, integrated service initiatives throughout the nation. A Selected Bibliography provides readers with additional readings on the subject of integrated services. It is available from: ***The David and Lucile Packard Foundation, The Center for the Future of Children, 300 Second St., Ste. 102, Los Altos, CA 94022, (415) 948-3696.***

Guide to Developing Educational Partnerships
by Naida C. Tushnet, Southwest Regional Laboratory, 1993

This guidebook provides practical information about forming and sustaining collaborative partnerships. Material is drawn from the experiences of the 30 programs that compose the Educational Partnership Program. It discusses different organizational structures of partnerships, examines the role of evaluation and planning, and emphasizes the importance of local context and the legacy of past partnerships. The booklet provides practitioners with advice on creating partnerships given difficult social and economic circumstances. It also discusses the challenge of working within the rules of organizations involved. In addition, the booklet outlines various approaches for determining partnership activities. It also provides recommendations for mediating personnel changes and loss of funds. The publication concludes with a directory of contact persons involved in Educational Partnership Programs. It is available from: ***U.S. Government Printing Office, Order desk: (202) 512-1800, FAX: (202) 512-2250.***

Joining Forces: Educating Every Child for a Healthy and Productive Future
NASBE Publications, 1990

This videotape features a NASBE (National Association of State Boards of Education) teleconference that linked policymakers from 34 sites. Participants discussed collaboration strategies for meeting the needs of at-risk children. The videotape comes with program materials and state summaries. It is available from: ***NASBE Publications, 1012 Cameron St., Alexandria, VA 22314, (800) 220-5183.***

A Leader's Guide to Parent and Family Involvement
The National PTA, 1992

This guide is filled with ideas for building effective parent involvement programs. It focuses on the definition of, the rational for, and barriers to parent and family involvement; how to set up a parent involvement program; and how to help parents become better educators at home. A parent involvement survey is included. It is available from: ***The National PTA, Publishing Dept., 330 N. Wabash, Ste. 2100, Chicago, IL 60611-3690, (312) 549-3253.***

New Haven's School-Community Collaboration (article)
by James P. Comer (1987) *Educational Leadership, 44*(6), 13-16

In this article, Comer promotes school-community collaboration as a means of developing the high level of psychosocial and academic development necessary for students to survive in our complex society. The author maintains that relationships between teachers, students, staff, and community members are all important aspects of student education. In fact, Comer asserts that teaching and learning require collaboration. Comer also emphasizes the importance of preservice training that prepares educators to address students' developmental growth in addition to their academic success. The article describes how these ideals are applied in schools that have adopted Comer's approach.

Putting Families First: America's Family Support Movement and the Challenge of Change
by Sharon L. Kagan and Bernice Weissbourd, Eds., 1994

This publication examines the historical foundations of family support programs. The book outlines some of the necessary institutional, programmatic, and policy changes and challenges associated with creating and sustaining family support systems. Researchers explore the family support movement as it affects schools, churches, prisons, and the workplace. It is available from: ***Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104, (415) 433-1767.***

Schools That Work: The Research Advantage, Program #8—Integrating Community Services
One-hour videotape in VHS format with accompanying guidebook, 1991/92

This program focuses on issues pertaining to integrated services for children and families. Video footage illustrates strategies used by urban and rural communities for developing and implementing school-linked, integrated services. Panelists and special guests discuss these strategies as well as elements needed for systemic change in the way agencies work together in support of children and families. Additional discussion focuses on designing school-linked services integration. The Study Group on School-Linked Integrated Services played a major role in developing the content for the video, which was sponsored by the U.S. Departments of Education and Health and Human Services. A guidebook accompanies the video. It outlines problems with the current service-delivery system. The

guidebook also emphasizes the importance of viewing the child in the context of the family and community and provides a historical perspective on service integration. Other sections present guidelines for collaborative planning, discuss strategies for engaging families and community members, and explore evaluation issues and procedures. In the guidebook, readers can obtain more detailed information about the sites presented in the videotape. The publication also includes follow-up activities and additional resources for those interested in implementing school-linked, integrated service programs in their schools and communities. It is available from: ***North Central Regional Educational Laboratory, Publications Department, 1900 Spring Rd., Ste. 300, Oak Brook, IL 60521, (800) 356-2735 or (708) 571-4700.***

Service Integration: An Annotated Bibliography
by Ajay Chaudry, Karen E. Maurer, Carole J. Oshinsky, Joshua Makie, 1993

This annotated bibliography describes books, papers, and articles written about efforts at integrating and improving services for children, youth, and families living in poverty. The bibliography has been developed for individuals working on and interested in service integration, including policymakers, program administrators, practitioners, academicians and researchers, and students. It is available from: ***National Center for Service Integration, Mathtech, Inc., 5111 Leesburg Pike, Ste. 702, Falls Church, VA 22041, (703) 824-7447.***

So You Think You Need Some Help?
Making Effective Use of Technical Assistance
by Charles Bruner, 1993

This resource brief draws on experience, the author's expertise, and literature to provide an overview of the elements of and process for developing successful technical assistance relationships. The brief focuses heavily on school-linked, integrated service programs. The publication discusses issues that communities and groups should consider and questions they should ask when seeking technical assistance. It is available from: ***National Center for Service Integration, Mathtech, Inc., 5111 Leesburg Pike, Ste. 702, Falls Church, VA 22041, (703) 824-7447.***

Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services
by Charles Bruner, April 1991

This document uses a question-and-answer format to help state and local policymakers consider how best to foster local collaboration that truly benefits children and families. Checklists are provided to help policymakers quickly assess key issues in establishing interagency initiatives, demonstration projects, and statewide reforms that foster collaboration. It is available from: ***Institute for Educational Leadership, 1001 Connecticut Ave., NW, Ste. 310, Washington, DC 20036-5541, Mail-in requests only.***

Together We Can: A Guide For Crafting a Profamily System of Education and Human Services
by Atelia I. Melaville and Martin J. Blank, with Gelareh Asayesh, April 1993

This report, written by staff members of the Center for the Study of Social Policy and the Institute for Educational Leadership, is a guide to the process of collaboration "for communities interested in creating a profamily system of integrated services to address the complicated problems children and families face in today's society." The publication begins by emphasizing the importance of developing a vision for change. The publication then outlines a five-stage process for creating collaborative partnerships: 1) Getting Together; 2) Building Trust and Ownership; 3) Developing a Strategic Plan; 4) Taking Action; and 5) Going to Scale. The authors then present four communities that are currently implementing school-linked, integrated service programs. It is available from: ***OERI, U.S. Department of Education, ATTN: Susan Talley, 555 New Jersey Ave., NW, Washington, DC 20208-5644, (202) 219-2129.***

United We Stand: Collaboration for Child Care and Early Education Services
by Sharon L. Kagan, 1991

This document examines the rationale and explores the historical context of collaborative approaches to early child care and education. The author notes the societal changes that necessitate greater collaboration between schools and community organizations and outlines the benefits that derive

from such partnerships. Kagan discusses specific examples of useful strategies for collaborating. The book also addresses research, policy, and issues related to the future of collaboration. The appendix provides a descriptive listing of collaborative programs throughout the country. It is available from: ***Teachers College Press, P.O. Box 20, Williston, VT 05449-0020, (800) 488-2665, FAX: (802) 864-7626.***

What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services
by Atelia I. Melaville with Martin J. Blank, January 1991

This publication discusses key issues and obstacles in linking comprehensive services to schools. The authors provide readers with guidelines for establishing successful school-linked, integrated service programs. This booklet also highlights successful school-linked, integrated service programs throughout the nation. The document concludes with a listing of organizations and readings that address issues of interagency collaboration and service provision. It is available from: ***Education and Human Services, the Institute for Educational Leadership (IEL), 1001 Connecticut Ave., NW, Ste. 310, Washington, DC 20036-5541, (202) 822-8405.***

Within Our Reach: Breaking the Cycle of Disadvantage
by Lisbeth B. Schorr with Daniel Schorr, 1989

This publication discusses some of the key characteristics of programs that successfully serve disadvantaged children and families. The authors feature 17 programs in the areas of child care, welfare/family support, and preschool/elementary school education, among others that have demonstrated improved outcomes for children. The most successful programs seem to have the following common elements:

- A broad variety of services
- A blurring of traditional professional and bureaucratic lines
- Flexible program structures
- View of the child as a member of his/her home and community
- Professional staff whom clients trust and who respond to their needs
- Coordinated, continuous services that help those children most at-risk

It is available from: ***Bantam Double Day Dell Publishing Group, 2451 S. Wolf Rd., Des Plaines, IL 60018, (800) 323-9872.***

Foundations

*The selected listing below includes **foundations** that are supporting integrated service initiatives across the country. Each entry describes types of funding and information on how to contact the organization.*

Annie E. Casey Foundation
Greenwich, CT

This independent foundation was incorporated in 1948 in California. Donors include Annie E. Casey, James E. Casey, and other members of the Casey family. The organization provides funding for disadvantaged children and their families. Funding supports foundation-developed initiatives that raise public awareness of children's status, influence public policy, reform major service-delivery systems, and demonstrate innovative and effective service delivery.

The organization's scope of interest includes child welfare, education, family services, youth, delinquency, public policy, law and justice, and the disadvantaged. The organization also assists with minority education, employment, leadership development, urban development, and social, mental, and health services. The Annie E. Casey Foundation publishes a Kids Count book each year that provides statistics on the status of children throughout the country.

The Foundation does not provide grants to individuals, but does support research, conferences, seminars, special projects, and technical assistance to organizations working with disadvantaged children and families. For more information, contact: ***Douglas W. Nelson, Executive Director, One Lafayette Pl., Greenwich, CT 06830, (800) 222-1099 or (203) 661-2773.***

The Danforth Foundation
St. Louis, MO

The Danforth Foundation was incorporated in Missouri in 1927. Donors include Mr. and Mrs. William H. Danforth. Dedicated to improving the quality of teaching and learning, the Danforth Foundation provides support for early childhood, elementary, and secondary education. Foundation funds also support school and community partnerships and elementary and secondary education administrators and legislators involved in public policymaking.

The organization's areas of interest include early childhood, elementary, and secondary education; child development; and public policy.

The Danforth Foundation does not provide funding for universities, colleges, or individuals. The foundation does not provide funding for building funds, endowment funds, operating budgets, or funds in the form of loans. The agency provides assistance and support in the form of consulting services, technical assistance, and special projects. For more information, contact: ***Dr. Bruce Anderson, President, 231 S. Bemiston Ave., Ste. 1080, St. Louis, MO 63105, (314) 862-6200.***

Pew Charitable Trusts
Philadelphia, PA

Donors include Mary Pew, Mabel Pew Myrin, J. Howard Pew, and Joseph Pew, Jr. This independent agency provides funds for arts and culture, education, health and human services, conservation and the environment, public and foreign policy, and religion. The Trusts stresses the development of capable and committed leadership.

Aside from the areas listed above, the Trusts' areas of interest include citizenship, volunteerism, immigration, minorities, social services, child development, youth, family services, employment, the disadvantaged, the elderly, the handicapped, medicine, mental health, AIDS, health, drug abuse, media and communications, education (including educational associations and secondary and higher education), cultural programs, and performing arts.

The Pew Charitable Trusts does not provide grants to individuals. Funds also are not provided for deficit financing, endowment funds, scholarships or fellowships (except those initiated or selected by the Trusts). The organization provides support in the form of seed money, matching funds, operating budgets, and continuing assistance. It also provides technical assistance, research, publications, and conferences and seminars. For more information, contact: ***Rebecca W. Rimel, President, One Commerce Sq., 2005 Market St., Ste. 1700, Philadelphia, PA 19103-7107, (215) 575-9050.***

For more information on Funding Sources for establishing integrated service programs:

National Guide to Funding for Children, Youth, and Families, 2nd Edition, April 1993

This guide provides information on approximately 3,000 foundations and corporate direct-giving programs that provide funding to nonprofit organizations serving the needs of children, youth, and families. Each entry includes the grantmaker's address, contact person, purpose statement, and application information. In addition, six indexes assist grantseekers in finding the sources of funding suited to their needs.

Online Resources & Database Services

Below is a listing of some of the online resources and database services related to school-linked, community-based, integrated services.

broad BASE
Iowa City, IA

Broad BASE offers multimedia software for families, communities, and social service agencies. The organization's electronic network, **NOAH's ARK** (Network of Advocates and Helpers), includes the following:

- **Noah's Guide**, a user-friendly directory of local and national resources.
- **Noah's Interview**, an assessment tool that allows users to input information that can be printed out in the form of an autobiography. Users maintain control over the information about themselves once it enters the database.
- **Noah's Compass**, which assists users with envisioning and planning activities.
- **Noah's Ark**, this online network connects community people, social service providers, and policymakers. The service provides a forum for in and across group conversations on topics determined by users.
- **Noah's Archive**, which features stories on people of all races and ages who have faced a variety of challenges and successfully dealt with them.
- **Noah's Notebook**, which allows agencies to select, sort, and lay out anonymous extracts of information from the **Interview** and **Compass** programs. The program can generate line graphs, pie charts, and bar charts, and export results to word processing, desktop publishing, and spread sheet programs, as well as a variety of other applications.

For more information, contact: ***Wendy Deutelbaum, President, broad BASE, 431 Brown St., Iowa City, IA 52245, (319) 338-2203, FAX: (319) 338-2289.***

HandsNet
Cupertino, CA

HandsNet was founded in 1988 by Sam Karp and is based in Cupertino, California. This network connects human service personnel from nearly 3,000 agencies around the nation, making it one of the largest of its kind. Collectively, these agencies compose a "forum" that addresses topics like community development, health reform, alcohol and drug abuse, hunger

and nutrition policy, and legal services. The Children, Youth, and Family forum is managed by the Center for the Study of Social Policy, Chapin Hall Center for Children, the Center for Law and Social Policy, the Center for Budget and Policy Priorities, the Center for Human Resources, the Center for Youth Development, and the Academy for Educational Development. The forum provides news and policy analysis and research summaries. Users can also access information about model programs and strategies, technical assistance resources, available funding, effective management methods, and tools for strategic planning. To receive a copy of the Forum's Weekly Digest listing a cross-section of the latest news and resources available online, call or write HandsNet. For more information, contact: ***Jan Sola, HandsNet, 20195 Stevens Creek Blvd., #120, Cupertino, CA 95014, (408) 257-4500, FAX: (408) 257-4560.***

The National Resource Center for Family Support Programs (NRC/FSP) Database
Chicago, IL

The NRC/FSP maintains a computerized database that documents and disseminates information about exemplary and innovative family support programs across the nation. Information comes from program surveys completed by the organizations featured. Each entry includes information about the population served by the program, funding sources, and a brief description of the program or initiative. For more information, contact: ***Family Resource Coalition, 200 S. Michigan Ave., Ste. 1520, Chicago, IL 60604, (312) 341-0900, FAX: (312) 341-9361.***

The Service Integration Information Clearinghouse
Falls Church, VA

This Clearinghouse was established through the National Center for Service Integration. The Clearinghouse is a collection of materials on service integration, including computerized databases on documents and articles, integrated programs, and related organizations. For more information, contact: ***National Center for Service Integration, Mathtech, Inc., 5111 Leesburg Pike, Ste. 702, Falls Church, VA 22041, (703) 824-7447, FAX: (703) 671-6208.***

The Service Integration Resource Network
Falls Church, VA

This service is provided by the National Center for Service Integration, which lists individuals and organizations with experience in planning and implementing service integration programs. Some of the topics addressed include: funding, management, evaluation, information systems, community needs assessment, intake/eligibility, interagency agreements, confidentiality, and coalition building. For more information, contact: ***National Center for Service Integration, Mathtech, Inc., 5111 Leesburg Pike, Ste. 702, Falls Church, VA 22041, (703) 824-7447, FAX: (703) 671-6208.***

More Promising School-Linked and Community-Based Initiatives

In addition to the sites featured and cited in the audio journal, the selected listing below includes promising initiatives that are providing community- or school-based comprehensive services. Each entry includes information on how to contact the initiative.

Avance Family Support and Education Program
TX, PR

The Avance program started in 1973 in San Antonio, Texas, to help families in high-crime communities survive, develop, and become responsible, productive, and contributing members of society. Avance operates over 43 family centers in housing projects, schools, churches, Boys Clubs, and other community centers in San Antonio, Houston, Brownsville, McAllen, the lower Rio Grande Valley, and in Puerto Rico. The program mainly serves poor, Hispanic families, however it has also proven helpful to poor African-American and Anglo families. Approximately 5,000 low-income families and children participate in the Avance program each year. Avance's bilingual parenting curriculum consists of 30 units in child growth and development. The Centers provide recreational, scouting, tutoring, mentoring, and scholarship services for children. Other services include parent education classes, early childhood stimulation classes, English classes, GED classes, on-site college courses, health, mental health, social services, and employment services. Funding sources include federal, state, and local governments, United Way, the private sector, foundations, fundraisers, and individuals. In 1991, the Carnegie Corporation of New York conducted a longitudinal follow-up study of the first graduating class of the Avance program. The 17-year follow-up survey compiled information about 23 women and their 32 children. Survey data revealed the following:

- 94% of children who attended Avance either completed high school, obtained a GED, or are still attending high school
- 43% of children who graduated are attending college
- 57% of mothers who had dropped out returned to complete their GED
- 64% of mothers who completed high school or the GED attended college or a technical program

Avance operates the ***Avance Hasbro National Family Resource Center***. Individuals and organizations can access training, technical assistance, and bilingual curriculum materials through the Resource Center. The

Resource Center also conducts a monthly 2 ½-day institute. For more information, contact: ***Carmen Cortez, 301 S. Frio, Ste. 103, San Antonio, TX 78207, (512) 270-4630, FAX: (512) 270-4612.***

Bridges to Success
Indianapolis, IN

Bridges to Success is an effort of the Indianapolis Public Schools to provide a network of school-based services for area youth and their families. The purpose of the program is to 1) increase the number of youth who successfully complete their education; 2) establish school as the focal point of community life and a central location for educational and community services; 3) strengthen students, families, and neighborhoods through activities that foster self-sufficiency, self-esteem, community and cooperation, and enrich cultural and social life. Each Bridges to Success school has its own site team, which is responsible for assessing needs and planning a unique program for its school.

School teams include:

- Parents
- Students
- Teachers
- Principals
- Business people
- Health and social workers
- Clergy
- Government workers
- Other citizens

Each Bridges to Success school has a network of services designed to meet its specific needs and circumstances. Programs may include:

- Tutoring
- Conflict resolution education and mediation
- Substance abuse education
- Arts and culture
- Recreation
- Workshops on budgeting
- Literacy and job preparation for parents
- Health and dental clinics
- Bookmobile services
- Youth leadership classes
- Nature centers
- Mentor programs
- Support groups and classes on effective parenting
- Counseling

Each site also sponsors Community Family Nights. Activities are offered for family members of all ages and may include recreational activities, life skills classes, parenting classes, and arts and crafts, to name a few. Offerings vary from site to site. For more information, contact: ***Cynthia Renea Oda, Director, Bridges to Success, (317) 921-1283, FAX: (317) 921-1355.***

Chatham-Savannah Youth Futures Authority
Savannah, GA

This initiative, created as a result of state legislation, has been in operation since July 1988. The purpose of the project is to build a community collaborative with policies, procedures, and funding that will facilitate the development of youth into productive and economically self-sufficient adults. The partnership consists of the city, Chatham County, Savannah-Chatham Public Schools, and over 20 United Way and other human service agencies and businesses. Project sites include a Neighborhood Family Resource Center, middle and high schools, company worksites, and local churches. The program serves area families—a total population of 24,000. The Authority provides case management, preschool programs, adolescent health and mental health services, after-school programs, school-to-work transition assistance, neighborhood outreach, and family support and development. Funding comes from state and national sources. For more information, contact: ***Gaye M. Smith, Deputy Director, 316 E. Bay St., Savannah, GA 31401, (912) 651-6810, FAX: (912) 651-6814.***

Children's Aid Society's Community Schools Program
New York, NY

The Children's Aid Society, which has been in existence since 1853, has established a unique partnership with the New York City Board of Education to redesign public schools as multiservice learning, health, and community centers that provide needed services and activities for children, youth, and their families. Two prototype schools serve students and families in the Washington Heights/Inwood community in northern Manhattan. The population largely consists of newly arrived immigrants. The current program involves an elementary and an intermediate school, which combine innovative academic curricula with full health and social services and are open 12 months a year, 14 hours a day, six days a week. The whole community can access the following services and activities: health services, academic support, career readiness, before- and after-school programs, arts and recreation programs, Parent Resource Centers, summer programs, and community development. Parents and community business members are closely involved in program activities, as are over 75 community-based partners. According to a preliminary evaluation, student scores have risen 15 points in reading and math. The schools have the highest attendance rate in the district. There has been no incidence of violence in an area where violence runs rampant. There also have been no

instances of graffiti or destruction of property. Teacher morale and commitment have increased. Parents are heavily involved in the schools—at least 1,000 from a student population of only 2,600. Families are even moving back into the community so their children can attend the schools. The program was the national winner of the 1994 Peter F. Drucker Foundation Award for Nonprofit Innovation. For more information, contact: ***Ms. Truda Jewett, Assistant Executive Director, The Children's Aid Society, 105 E. 22nd St., New York, NY 10010, (212) 949-4800.***

The Crawford Cluster Connection
San Diego, CA

This grassroots, school-based program began in fall 1991 at Crawford High School. The Connection serves one middle school and nine elementary schools in the San Diego Unified School District. This project is a collaborative effort between school staff, community and government organizations, and volunteers. Participating families and their children can access medical services and referrals, free school lunch, and free summer lunch. The Center also provides individual and family counseling; free legal help; adult education classes, including literacy classes; adult ESL classes; emergency assistance; employment assistance; school clothes and shoes; and information on home management and parenting. Serving a diverse student population almost evenly split between whites, Latinos, and African-Americans, the Connection aims to provide families and children with the support necessary to ensure regular school attendance and a positive studying environment. Families can self-refer with a single form that they can fill out at school registration or any time throughout the year. A database, set up by a volunteer computer professional, maintains a "history" of families and the services they receive. For more information, contact: ***The Crawford Cluster Connection, 4191 Colts Way, San Diego, CA 92115, (619) 229-8915, FAX: (619) 287-0988.***

Denver Family Opportunity Program (DFO)
Denver, CO

The Denver Family Opportunity Program (DFO) is a comprehensive, integrated service program. The Program was founded in 1988 as a result of welfare reform. The purpose of the program is to help families get off of welfare permanently by providing needed services. The chief provider for the initiative is the Denver Department of Social Services. However, over 115 service agencies and some foundations, private sector groups, and private associations participate in this collaborative effort to provide services to Denver's most needy families. Through the DFO, clients can access educational, legal, day care, health, mental health, and other services. Clients can obtain housing assistance and transportation and participate in recreational activities through the Program. For more information, contact: ***Debbie Halle, Housing Specialist, Department of Social Services, Denver Family Opportunity Program, 2200 W. Alameda, Denver, CO 80223, (303) 727-2777.***

Family Academy
Harlem, NY

Family Academy, the brainchild of Director David Liben and staff members Meredith Liben and Christina Giammalva, opened in 1991 in the heart of Harlem in School District 3. The Academy is housed in a small public elementary school. Each school day at Family Academy lasts until 5:00 p.m. throughout the school's 11-month academic year. The guiding philosophy and mission of the school is to foster a sense of belonging and a sense of community among students, families, and educators.

Family Academy students are admitted into kindergarten and remain with the same classmates through twelfth grade. Parents play an active role in school life. Volunteers from the business community also serve as role models and provide students with individualized attention. Students of all ability levels are selected from homes within a 12-block radius of the school. Enrollment is limited to 50 students per grade. Head Start and Early Steps prekindergarten programs are regarded as "feeders" for the Academy. Once a child is admitted to the kindergarten class, his or her younger siblings are automatically accepted.

The school's highest goal is to give children adequate tools for lifelong learning, including strong math and reading skills, the ability to reason, a

firm grasp of a variety of subjects, and the capability to connect theory and practice. Family Academy staff members—a psychologist, a social worker, teachers, and administrators—develop lesson plans that build children's basic skills, weave in ethics and social values, promote healthy emotional and social growth, and foster self-esteem. Whenever possible, teachers use texts that reflect the cultures of their mostly African-American and Hispanic students. The learning specialist and child psychologist conduct annual screenings of each pupil that inform future instruction.

During the school day, the Family Academy offers parents and older siblings workshops on health, parenting, and home management. They also attend evening courses in computer science, literature, typing, dance, and aerobics. Extracurricular classes include music, theater, dance, computer literacy, Spanish, and library studies, all of which are woven into the regular school day. Teachers design lessons to be relevant to children's daily lives and experiences. During the summer, students are required to attend regularly scheduled summer classes from 9:00 a.m. to 12:00 p.m. five days each week. Classes include language arts, mathematics, science, and social studies. From 12:00 p.m. to 3:00 p.m., students participate in cultural and recreational activities. Parents and siblings attend summer workshops and classes as well.

The Academy's on-site Family Services Center coordinates and speeds access to public assistance, public housing, legal aid, health care, drug rehabilitation, and foster care. An on-site family worker works closely with a child psychologist to identify parents' and children's needs and the appropriate social services and educational and job placement programs that can help put families back on track. The Center asks that all parents complete a family profile and provide in-depth medical history. To date, 20 percent of Family Academy parents have received employment assistance through job postings at the school. The Center has obtained emergency and preventive medical care for over 40 percent of the school's families.

Funding for the Family Academy comes from a partnership between the public and private sectors. The Academy receives funding from philanthropic foundations, individuals, and several corporations. Family Academy hopes to add an additional grade level to the school each year until the school offers a full kindergarten through twelfth grade program. For more information, contact: ***Christina Giammalva, President & Co-Founder, Family Academy, 220 W. 121st St., New York, NY 10027, (212) 749-3558, FAX: (212) 749-1581.***

Family Services Center
Gainesville, FL

This Center served as a model for Florida legislation that required every school district to have early childhood programs. The Center provides the following services: case management, job placement, assistance in accessing Medicaid, Food Stamps, and AFDC; it also provides GED preparation, adult literacy, and computer and parent education classes. The Center operates a food distribution center, a health clinic, and an experimental nursery and toy lending library.For more information, contact: ***Ann Crowell, Program Director or Ms. Bebe Fearnside, Director, Head Start office, Family Services Center, School Board of Alachua County, 817 S.E. 11th St., Gainesville, FL 32641-8152, (904) 955-7616 or (904) 955-6875.***

Healthy Learners Project
Miami Beach, FL

This project began in 1991 as a joint effort of the Dade County Public Schools, Florida International University, and the Department of Health and Rehabilitative Services. With funding from the Danforth Foundation and the U.S. Department of Health and Human Services, the program is committed to building schools as the "hubs of family support villages." A consortium of schools, police, the Chamber of Commerce, the Mayor's Office, the university, health services, and other volunteer agencies meets on a monthly basis. The project, located at Fienberg-Fisher Elementary School, has one full-time staff person, a family advocate. Parent aides deliver support services to families. The program, part of Florida's Full Services School Movement, serves a low-income community largely composed of immigrants from Latin America and Eastern Europe. Of the 46 nationalities represented by Fienberg-Fisher's 1,000 students, 800 are Latino. The school operates as a full-service community center with programs for students, their parents, and their grandparents. The center provides social services, vocational training, job skills training, after-school tutoring, meals for senior citizens, and housing and transportation assistance. In the last two years, the Project has:

- Developed a family bill of rights
- Made home visits to assist with learning crises among high-risk children and their families
- Mobilized and trained parents to access needed services and help other parents access those services

- Created parent Absenteeism Home Intervention teams to increase student attendance by walking students to school and providing other supports
- Helped parents develop RAIN (Resource and Information Network). Parent volunteers (RAINMAKERS) assist other families in the community in solving problems and accessing needed services and resources.

RAIN is a central component of the Healthy Learners Project. Parents involved in the network receive 40 hours of training—20 hours to learn to work with various service agencies and 20 hours visiting families in the community to provide assistance and learn about their needs. RAINMAKERS receive a stipend of $40 for eight hours of work each week.

Since the Project's inception, school attendance and citizen support for the project have increased. For more information, contact: ***Guadalupe Colvett, Family Advocate, Fienberg-Fisher Elementary School, 1424 Drexel Ave., Miami Beach, FL, (305) 538-5709, FAX: (305) 534-3925.***

Illinois Project Success
IL

Project Success was introduced in May 1992 with six communities. By 1994, the program was in 90 communities. Project Success challenges local community leaders, educators, parents, and state social service agencies to work together to identify problems of school-age children and to act on them quickly. Each community embraces the six core service components of the program to ensure that every child and family has access to preventive and primary health care; proper nutrition and nutrition education; preventive and rehabilitative mental health services; services that will protect and promote the stability of the family; substance abuse prevention, intervention, and treatment; and positive social activities.

"Future educational success depends on a supportive family and community environment for our children. We must recognize the interrelatedness of a family and social conditions as critical factors in a child's ability to learn." — *Governor Jim Edgar*

For more information, contact: ***Lori Williams, Project Success Specialist, Office of the Governor, 2½ Capitol, Springfield, IL 62706, (217) 782-1446, FAX: (217) 524-1678.***

New Jersey School Based Youth Services Program (SBYSP)
NJ

Through this statewide initiative, the New Jersey Department of Human Services provides health and social services in or near the school. The program has been in existence since 1987 and sites are located in urban, rural, and suburban areas. Approximately 15,000 students access the services provided by the SBYSP annually. Fifty-one percent of those students are female, 50 percent are African-American, 26 percent are white, and 23 percent are Hispanic. Although there is no set model, minimally, each site must provide employment and training assistance; mental health and family counseling (including substance abuse counseling); primary and preventive health services; and information, referral, and follow-up to community services. In addition, sites may provide services to keep teen parents in school; resolve conflicts between students, individuals, and groups; handle child abuse issues; help homeless youth, and deal with students who have poor attendance. Some of the sites also provide day care, special vocational programs, family planning, and transportation. All programs are located in or near a school and are open every day of the year and have evening hours. Staff are readily accessible before, after, and during school hours. Results from a survey conducted two years ago indicate that 86 percent of school personnel felt that SBYSP adds to their effectiveness and ability to assist students. For more information, contact: ***Roberta Knowlton, Director, School Based Youth Services Program, Department of Human Services, CN700, Trenton, NJ 08625-0700 , (609) 292-7901, FAX: (609) 984-7380.***

Rheedlen Centers for Children and Families Program
New York, NY

Started in 1970, this program provides preventive services designed to keep at-risk students in school and ensure that they receive a meaningful education. All programs, including recreational programs, have an academic component. Rheedlen Centers mainly serve economically disadvantaged African-American families in Central Harlem, East Harlem, Manhatten Valley, and Clinton. Most of the staff are African-American community members. The staff includes 52 full-time, 56 part-time, and 13 community and private sector volunteers. Over 100 teachers, social workers, activity specialists, and program aides administer services through seven programs. Programs include a Truancy Prevention Program, the Rheedlen Dropout Prevention Programs, and a Parents Help Center.

The Centers also operate Center 54, a community center in Manhattan for students already involved in the academic component of the Centers. Center 54 is open five days a week from 3:00 p.m. to 10:00 p.m. for seven months of the year and until 6:00 p.m. for the remaining five months. Project Motivation, located at a local school, provides services to community members. Another Rheedlen Centers program, Rheedlen Place, provides services to families and addresses children's response to possible homelessness. Previously homeless families can obtain short-term educational and social services. Counseling and advocacy services are available. The program also provides after-school programs for children. For more information, contact: ***Geoffrey Canada, Executive Director, Rheedlen Centers for Children and Families Program, 2770 Broadway, New York, NY 10025, (212) 866-0700.***

School of the Future Project
Houston, Austin, Dallas, & San Antonio, TX

This program started in 1989. It encompasses four middle schools, grades 6-8, and seven elementary schools, grades K-5. The project is based on the work of Dr. James Comer of the Yale University School of Medicine and Dr. Edward Zigler of Yale's Bush Child Development Center. Hogg Foundation for Mental Health provided $50,000 to each demonstration site for a five-year period. The grant allows for a full-time social work coordinator at each site. Foundation funds also provide for technical assistance and evaluation support to each site. In addition, each site has up to 30 contributing partners.

Each site also has an Executive Committee responsible for guiding project implementation in the community. The Committee includes the principal and project coordinator from each site and at least one representative from the following groups: financial partners, teachers, parents, school nurse, and school counselor. The purpose of the project is to provide integrated, treatment- and prevention-focused health and human services. Public schools serve as a central location for delivery. The program has four major components: school-based services, prevention services, educational enhancement, and use of outside support. For more information, contact: ***Dr. Wayne H. Holtzman, Special Counsel,*** or ***Dr. Scott Keir, Hogg Foundation for Mental Health, The University of Texas at Austin, P.O. Box 7998, University Station, Austin, TX 78713-7998, (512) 471-5041, FAX: (512) 471-9608.***

Schools Partnership Training Institute (SPTI)
San Francisco, CA

The Schools Partnership Training Institute was established in 1992. The purpose of the Institute is to provide educators and human service providers with the knowledge and skills necessary to work collaboratively. The SPTI is a joint project of the Jewish Family and Children's Services of San Francisco, the Peninsula, and Sonoma and Marin counties. It emerged as a result of Jewish Family and Children's Services' extensive experience in providing services to schools, day care centers, and camps through its Schools Partnership Consultation Project. Institute faculty include educators, social workers, psychologists, psychiatrists, doctors, and nurses from throughout northern California. The SPTI cross-disciplinary, yearlong, training curriculum was developed with the input of over 30 professionals. Training consists of seven intensive staff development seminars. Ongoing, follow-up activities include small-group problem-solving sessions, daylong seminars, workshops, and presentations. Training targets educators and social service, mental health, and health service providers. School district and administrative staff also participate in the training. For copies of the SPTI curriculum and competencies and the final report of the Schools Partnership Consultation Project, contact: ***Howard Blonsky, Director, Schools Partnership Training Institute, 3272 California St., San Francisco, CA 94118, (415) 563-0335.***

SUCCESS Program
Des Moines, IA

This program started in July 1990 at Moulton Elementary, Harding Middle, and North High Schools. Using a case management approach, SUCCESS coordinators employ the resources of area social service agencies to provide children, youth, and families with access to multiple services. SUCCESS connects families with educational, employment, health, mental health, and alcohol and drug abuse prevention services. For more information, contact: ***Ms. Cynthia Erickson, Program Manager, SUCCESS Program, 501 Holcomb, Des Moines, IA 50313, (515) 242-7297, FAX: (515) 242-7360.***

Tennessee CAREs: Comprehensive Child Development Project
TN

One of 25 Comprehensive Child Development Projects, Tennessee CAREs (Tennessee Comprehensive Area Resource Efforts), provides services to 60 families in four rural Tennessee counties. The program is administered by Tennessee State University and funded by the Administration for Children and Youth. Program-sponsored services, activities, and workshops are held at five centrally located, school-linked family resource centers. CAREs caseworkers conduct weekly 90-minute home visits with participating families. CAREs also has a Family Support Team that includes a parent educator, a family development specialist, a child development specialist, a human resources specialist, child and family advocates, educational assistants, and various consultants. Through the CAREs program, families can access medical, prenatal, and dental services. Adult education classes, parent education, vocational training, and employment counseling also are available through the family resource centers. In addition, participants can obtain housing assistance and nutrition education. For more information, contact: ***Dr. Barbara Nye, Tennessee Comprehensive Child Development Projects, Tennessee State University, 330 10th Ave. N., Ste. J, Nashville, TN 37203, (615) 963-7212.***

Watts/Jordan School-Based Health Clinic
Compton, CA

This joint project of the school district's board of education and the Watts Health Foundation has been providing violence prevention programs and health and mental health services since 1987. The clinic at Jordan High School is one of three to open on the school's campus in the Los Angeles Unified School District. The program serves a student body of 70 percent Latino students and 30 percent African-African students. Health services include general medical care as well as preventive services for pregnancy and sexually transmitted diseases. The Violence Prevention Program consists of a ten-day violence prevention curriculum for teacher training, designed for educating ninth graders in violence prevention. The Program also includes a component in which inmates come to the school and talk with students. Positive alternative activities to violence are conducted during the summer. The clinic staff work closely with parents and school personnel to affect positive outcomes in the lives of youth. For more information, contact: ***Bobby Sheffield, Watts Health Foundation, 4116 E. Compton, Compton, CA 90221, (310) 639-3068.***

NCREL
North Central Regional Educational Laboratory
1900 Spring Road, Suite 300
Oak Brook, IL 60521-1480
708-571-4700
Fax: 708-571-4716

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